

# USING QUIZIZZ IN IMPROVING STUDENTS READING COMPREHENSION SKILL AT THE EIGHTS GRADE OF SMPN 40 SURABAYA

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## ABSTRACT

**Abstract:** This research was aimed at finding out the use of Quizizz as a medium to improve students' reading comprehension skill at the eighth grade of SMP Negeri 40 Surabaya. The research subject was VIII - D and there were a total of 23 students. Classroom Action Research was used in this study which was conducted in 2 cycles. Each cycle consists of planning, acting, observing, and reflecting. The technique of collecting data was test and observation. The instruments were test and observation checklist. This research was conducted in collaboration with an English teacher at SMP Negeri 40 Surabaya, who was Soeradji, S.Pd. The results of this study, diagnostic test scores that passed KKM 75 were 6 (26%) students and cycle 1 there were 14 (60%) students. And in cycle II were 18 (78%) students passed KKM and achieved the criteria of success. It could be concluded that the classroom action research was successful in improving students' reading comprehension through the implementation of Quizizz media at the VIII-D class of SMP Negeri 40 Surabaya.

**Keywords:** *Improving, Reading Comprehension Skill, Quizizz Media*

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## **A. BACKGROUND OF THE STUDY**

In learning English, there are four basic skills which have to be known and mastered by students, they are speaking, listening, writing and reading skill. Among four key term, reading skill is one of the important basic skills which students have to master in order to understand all of the informations they have read or learned (Amin, 2019). The ability to read is needed, especially in education, because by reading students can understand and understand the information contained in the reading text.

In junior high schools, reading is one skill that is essential to the learning process. Reading comprehension is the basis for understanding many fields of study. Likewise in English, to understand it requires good reading skills, one cannot understand what other people mean in their writing. The skill of reading comprehension is an interactive process that involves the reader, the reading and the context. This skill involves the ability to derive meaning from written text as stated by Silliman and (Wilkinson, 2007) Reading comprehension is generally defined as the ability to derive meaning from written text. Through the process of reading comprehension, the reader gains an understanding of the text he is reading in relation to information.

Even though they have known reading texts since elementary school, a large number of students at SMPN schools have difficulty understanding the material presented in the text. The fact that can be seen so far is the low ability of students to read because there are still many students who are lazy to read or have low interest in reading students (Hahnel, Goldhammer, Naumann, & Kröhne, 2016). This can be proven from previous research conducted by (Widjaja, 2019), with the title “Challenges of Reading Comprehension among Middle School Students in Indonesia”. With reading comprehension. When tasked with identifying specific information or main ideas from a text, these students are often forced to read the entire text, resulting in confusion and difficulty finding relevant

information. As a result, answering questions based on the text becomes a challenge for them.

Based on observations made by researcher on May 15 2023, SMPN 40 Surabaya students experience difficulties in reading comprehension such as understanding texts with English words. In accordance with the proposed curriculum, namely the 2013 curriculum, researcher tried to use Quizizz such as explained using the picture media on Quizizz and doing questions on Quizizz based on games to easer the difficulties experienced by students at SMPN 40 Surabaya. They had difficulty understanding reading texts and finding the main idea of the text. They wer confused to identify information from text. It was difficult for them to answer questions from the text. Their reading scores tend to be low and below the Minimum Criteria (KKM). This was caused by several factors such as: less conducive study space, monotonous learning methods, working on problems using paper which makes students tend to feel bored and lazy when reading. In addition, teachers still used traditional teaching methods, namely from books and let students read on their own. In addition, the students’ limited understanding of English subjects was also a factor in this case.

(Chen W, 2017) state that technology is increasingly integrated as part of teaching in order to increase student engagement and motivation. With learning English using technology students will have an interest in reading. It cannot be denied that today’s teenagers spend more time learning to use mobile phones and no longer use books because according to them learning to use books makes them bored quickly.

Media is one of the ways or tools used to facilitate the teaching and learning process. The use of media in the learning process at school is associated with the level of psychological development and the level of students’ ability to participate in the learning process and is adapted to the interests and talents of students which can

arouse student learning motivation. Learning media is projected to assist teachers in presenting lessons more clearly and interestingly for students to follow (Reiser, 1996:68). (Gunning, 2000) suggests creating an engaging learning environment can have a major impact on student development. Therefore, researchers try to overcome the problems students are currently facing by applying "Quizizz" as a media to improving students' reading comprehension skill.

Learning media is defined as hardware or software used to support the learning process so that learning objectives can be achieved (Puspitarini & Hanif, 2019). Teachers should use media in the learning process because it can facilitate and involve students in increasing learning by stimulating student motivation, because using media can help students not get bored in learning English. This is due to the fact that learning media contains many characteristics that may involve students in the learning process. As a result, teachers must be imaginative and original in teaching reading. One method to develop students' writing skills and overcome students' reading problems is to use appropriate learning media to learn to read. Teachers can create learning materials using technology that exists in today's world.

One of the technological means as a learning media to improve students' reading comprehension skills is Quizizz. According to Basuki and Hidayat (2019), the Quizizz application is one of the many interesting learning media for classroom quiz games that allows teachers to see students' progress in reading skills. Quizizz encourages learning in order to increase students' feeling of ownership in what they are learning. This media learning process could motivate students to be more confident, especially before fully understanding their course the subject. It can also encourage them to be more active in speaking up, offering directions, asking questions, and sharing knowledge. This is confirmed by Rahayu and Purnawarman (2019) who explain that Quizizz is a learning tool that

can help students check their knowledge and progress in learning. The learning process using Quizizz leads to student centeredness, so that students are more involved and active in learning in class.

The researcher focused on their research on improving students' reading skills with interactive media using Quizizz. A tool that can make it easier for students to learn English like students are playing. This tool is designed and presented in a visual form such as games or games because it is to improve student learning outcomes. Then the researcher would conducted a study entitled "Using Quizizz in Improving Students' Reading Comprehension Skill". Using Quizizz was chosen because class VIII D students tend to be active and interested in using media in class so that the use of Quizizz media is appropriate and is expected to created a new atmosphere and way of learning for the class. There are many benefits that can be taken by using Quizizz media in the form of illustrated and sound PPT, more varied presentation of PPT than Microsoft Word PPT, can display images that can make it easier for students to learn to understand the contents of the information contained in the description text about the person. In conducted research, the researcher collected data first through student scores in the previous class, then after getting the data, we can observe and start for the next test by means and methods used descriptive text by describe a person.

## **B. RESEARCH METHOD**

Researchers apply Classroom Action Research (CAR). According to (Burns, 2010) action researches part of a broad movement that has been going on in education in general for some time.

Action research involves taking a self-reflective, critical, and systematic approach to exploring teaching contexts. This research used two cycles, each cycle consists of four components, namely **Planning**, consisting of the use of learning tools, namely lesson plans and media,

learning strategies, observation sheets, and materials used in research. **Action**, in this phase researchers apply learning strategies based on lesson plans that have been prepared beforehand. In **Observations**, researchers, and collaborators observe students' attitudes and behaviour towards teaching and learning activities and recorded their progress in the observation sheet. Then **Reflection**, in where researchers, and collaborators discussed to draw conclusions whether Project Based Learning is successfully implemented and proven to be able to improve students' speaking skills.

## C. RESEARCH FINDINGS AND DISCUSSION

### 1. PRECYCLE

Based on the results of the researchers' observations, it can be concluded as a whole that most students are still lack comprehension in reading. This happened because students still cannot understand what they had read so they were bored with reading, and did not understand the structure and language features in descriptive text. According to the results of the diagnostic test, it is known that the reading skills of class VIII D students of SMP Negeri 40 Surabaya are still relatively low because they had not yet reached the school's average score (average 75). The research results from the pre-cycle activities of students' reading skills before being subjected to action are presented in the following table.

**Table 4.1 The Score of Students in the Diagnostic Test**

NO.	NAME	SCORE	RESULT
1.	ANA	50	Not Passed
2.	AK	80	Passed
3.	CPM	85	Passed
4.	CR	70	Not Passed
5.	DTA	60	Not Passed
6.	ERA	60	Not Passed
7.	IDC	70	Not Passed
8.	KP	80	Passed
9.	KKBC	70	Not Passed

10.	MA	60	Not Passed
11.	MSR	65	Not Passed
12.	NSY	80	Passed
13.	NATP	75	Passed
14.	NJD	70	Not Passed
15.	NAP	70	Not Passed
16.	NA	50	Not Passed
17.	RAP	50	Not Passed
18.	RAP	70	Not Passed
19.	RFR	60	Not Passed
20.	RLS	70	Not Passed
21.	VNAE	60	Not Passed
22.	VCTL	55	Not Passed
23.	ZNAN	70	Not Passed

*Based on table 4.1.1 the students who passed the lowest standard of value are 6 students. It was 26% of the students who achieved KKM*

### 2. Implementation Quizizz Media

#### a. Cycle 1

Cycle 1 was held on Friday, May 19th 2023. This cycle consisted of four steps, namely planning, action, observing, reflecting. Based on observations made with collaborator, the researcher carried out activities in accordance with the lesson plan that had been made, the teacher applied new media as a strategy to improve reading comprehension skills in class VIII-D students. The researcher was active and gave motivation to students regarding learning English so that students actively asked question, while the learning process was in progress. The researcher managed the class well enough so that there was good and active.

**Table 4.2 Observation Checklist of Teacher Activity**

Aspects	Yes	No
Teacher arranges and prepares the class	✓	
The teacher checks the students	✓	
The teacher give lesson material reference	✓	
The teacher teacher inroduces desciprive text	✓	
The teacher states aim of descriptive text		✓
Teacher checks students understanding	✓	
Teacher gives students the reading text	✓	
Teacher shares the link to open Quizizz	✓	
Teacher gives students time to answers questions through Quizizz media	✓	
Teacher gives the students time to ask question about today's lesson	✓	

**Table 4.3 Observation Checklist of Students Activity**

Aspects	Yes	No
Students answer the teacher greeting	✓	
Students pay attention as the teacher give explanation about descriptive text		✓
Students pay attention to the lesson reference		✓
Students listen about explanation of descriptive text	✓	
Students understand the aim of descriptive text	✓	
Students answer the teacher check as understand		✓
Students read the descriptive text carefully	✓	
Students open the Quizizz media through google	✓	
Students do their task carefully and quietly	✓	
Students ask about today's lesson		✓

**Table Cycle 1 test score of the VIII D SMPN 40 Surabaya**

NO.	NAME	SCORE	RESULT
1.	ANA	65	Not Passed
2.	AK	90	Passed
3.	CPM	80	Passed
4.	CR	80	Passed
5.	DTA	85	Passed
6.	ERA	85	Passed
7.	IDC	70	Not Passed
8.	KP	80	Passed
9.	KKBC	70	Not Passed
10.	MA	70	Not Passed
11.	MSR	70	Not Passed
12.	NSY	85	Passed
13.	NATP	80	Passed
14.	NJD	80	Passed
15.	NAP	80	Passed
16.	NA	55	Not Passed
17.	RAP	55	Not Passed
18.	RAP	75	Not Passed
19.	RFR	75	Not Passed
20.	RLS	80	Passed
21.	VNAE	75	Not Passed
22.	VCTL	55	Not Passed
23.	ZNAN	70	Not Passed

*In the first cycle, the improvement was categorized to success, but it was still lower than 75%, so the researcher prepare to do the cycle 2.*

#### **b. Cycle 2**

Cycle 2 was held on Friday, May 26, 2023. This cycle consisted of four steps, namely planning, action, observing, reflecting. Based on observations made with collaborators, the teacher carried out activities in accordance with the lesson plan that had been made, the teacher applied Quizizz media as a strategy to improve speaking skills in class VIII-D students. The teacher was active and gave motivation to students regarding learning English so that students actively asked questions. While the learning process was in progress, the teacher walked around the class and observed students filling out the guidelines patiently asking if there were any difficulties and needs guidance. The teacher managed the class well enough so that there was good and active interaction between the teacher and students. In cycle 2, the teacher actively

discussed the tasks given by the teacher, then the teacher actively helped and provided guidance to students regarding the descriptive text. The teacher went around the class to make sure there were no difficulties in doing the assignment. The teacher could conduct the class so that the class was not crowded and the students stayed focus on the lesson. Students were more active in asking and responding to every question given by the teacher. Students did not talk much with their peers and are more focused on doing assignments given by students. Students were more motivated when

**Table 4.4 Observation Checklist of Tacher Activity**

Aspects	Yes	No
Teacher arranges and prepares the class	✓	
The teacher checks the students	✓	
The teacher give lesson material reference	✓	
The teacher teacher inroduces desciprive text	✓	
The teacher states aim of descriptive text	✓	
Teacher checks students understanding	✓	
Teacher gives students the reading text	✓	
Teacher shares the link to open Quizizz	✓	
Teacher gives students time to answers questions through Quizizz media	✓	
Teacher gives the students time to ask question about today's lesson	✓	

**Table 4.5 Observation Checklist of Student Activity**

Aspects	Yes	No
Students answer the teacher greeting	✓	
Students pay attention as the teacher give explanation about descriptive text	✓	
Students pay attention to the lesson reference	✓	
Students listen about explanation of descriptive text	✓	
Students understand the aim of descriptive text	✓	
Students answer the teacher check as understand	✓	
Students read the descriptive text carefully	✓	
Students open the Quizizz media	✓	

through google		
Students do their task carefully and quietly	✓	

**Table 4.7 Cycle 2 test score of the VIII-D SMPN 40 Surabaya**

NO.	NAME	SCOR E	RESULT
1.	ANA	95	Passed
2.	AK	100	Passed
3.	CPM	90	Passed
4.	CR	90	Passed
5.	DTA	85	Passed
6.	ERA	85	Passed
7.	IDC	90	Passed
8.	KP	80	Passed
9.	KKBC	80	Passed
10.	MA	80	Passed
11.	MSR	95	Passed
12.	NSY	90	Passed
13.	NATP	90	Passed
14.	NJD	90	Passed
15.	NAP	80	Passed
16.	NA	70	Not Passed
17.	RAP	65	Not Passed
18.	RAP	80	Passed
19.	RFR	70	Not Passed
20.	RLS	85	Passed
21.	VNAE	65	Not Passed
22.	VCTL	55	Not Passed
23.	ZNAN	85	Passed

Based on the diagram 4.2 it was 78% of the students had been improved. The students who had improved their score were 18 students

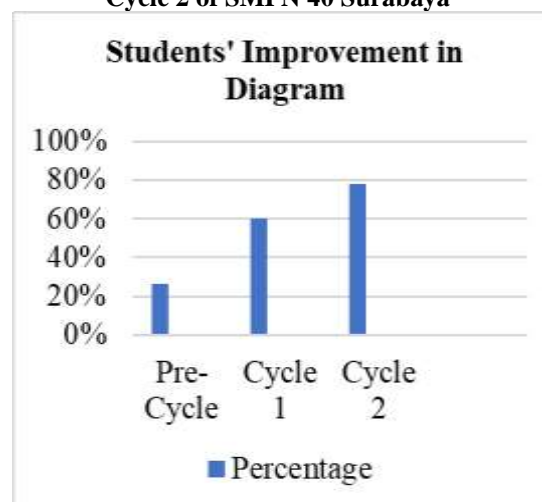
In the first cycle, the percentage of students' improvement was just 60%, it means that it was just 14 students who passed the lowest standard of value (KKM). The problem in the first cycle was students didn't want to read text because they were embarrassed and afraid of being wrong. The students' didn't any question to researcher and they didn't get the important information of the text. Therefore, the students could not understand the text they have read. Furthermore, some students didn't understand how to find the main idea and important information in the text correctly. While did their test, students are also can't focus on their own test and started to ask thei classmates which made

the atmosphere become noisy. It can bother students who did their test quietly. When the researcher warned them. The students didn't want to listen the researcher.

In the cycle 2, the students' score had been increase 18% from 60% therefore the percentage of the students was 78%. The students' improvement was also reflected from observation checklist from the collaborator (the English teacher). Based on observation checklist, the whole conditions happened during the teaching and learning activity was better than the cycle I. The researcher taught systematically. Students have the courage to want to read the descriptive text given by the researcher and begin to understand how to analyze descriptive text and students can confidently doing the test without ask students were more actively participating in teaching learning process, they listened to researcher explanation attentively and also gave good responses in asking some difficult words and answering some questions. Students became more focus than the first cycle while receiving the materials.

Before starting the lesson, the researcher gave some motivations to the students to make the classroom's atmosphere more comfortable for the students felt more enjoy and comfortable in taking the lesson. When the researcher commanded the students to ask then write difficult words on their own notebook, and students obey it attentively. The students were more active because were easy to comprehend the material by using Quizizz media which is new for them, so they were enthusiastic in joining the learning process. Students also gained some new vocabulary happily through reading text given by the researcher. After some time, the students can use Quizizz media properly. All of the students also quite and stay focus on their test which make the atmosphere of the class become peaceful. Finally the researcher found that all students participated to the teaching and learning activity.

**Figure 4.3 Results of Pre Cycle, Cycle 1, and Cycle 2 of SMPN 40 Surabaya**



In conclusion, the researcher findings of the classroom action research was satisfying. 78% or 18 from 23 students in VIII-D SMP Negeri 40 Surabaya showed considerable improvement in their reading comprehension skill score. Quizizz media helped the students to learn and make them understand the content of the text in learning English especially reading comprehension skill.

#### **D. CONCLUSION AND SUGGESTION**

Based on the explanation stated on the previous chapter, the conclusion of this research is the researcher found that students improved their reading comprehension skill. The researcher implemented Quizizz media a new media in teaching in learning activity. First, the teacher asked students to prepare their handphones, and opened Quizizz through Google. After entered the Quizizz page, the teacher gave a code to students to access them into the quiz room. After all the students had entered the quiz room, teacher started the test, and the students were able to work on the questions. The teacher gave 20 questions in the form of multiple choice with 40 minutes to work on. Students who had completed the test can see their scores, and at the end of the quiz, Quizizz will display the 3 students with the highest scores. All of those activities helped students to more



understand and engage to the lesson. It is supported by the data in first cycle which showed the improvement was only 60% or 14 students from 23 students got  $\geq 75$ . It didn't reach the success indicator. In the second cycle, the data showed that the improved reach 78% or 18 students from 23 students got  $\geq 75$ . The researcher and the collaborator (the English teacher) concludes that Quizizz media is successfully can improve the students' reading comprehension skill in class VIII-D SMP Negeri 40 Surabaya.

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